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ABSTRACT

This booklet provides enrollment and transportation guides for those planning a new Lutheran high school. Suggestions are made for ways of projecting enrollment prior to the initial opening of school and an enrollment projection method is outlined that can be used in ensuing years. Recruiting strategies are listed and samples provided of a letter to elementary school principals, a news release, a student survey, and a parent interest form. The transportation strategies section suggests specific steps to assess student transportation needs and options to consider before establishing a transportation policy. (Author/MLF)

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PLANNING FOR LUTHERAN HIGH SCHOOLS

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EA 011 477

Resources for Enrollment Planning

Part One — Enrollment Projection/Recruitment Strategies

Part Two — Transportation Strategies

Lutheran schools in America are flourishing. This is particularly true of Lutheran secondary schools.

Many Lutheran communities are currently conducting feasibility studies to the end that they too might have a Lutheran high school for their young people. The need for materials to help Lutheran communities conduct feasibility studies and make responsible educational decisions has become quite urgent.

Through the coordinating efforts and generous financial help of the Aid Association of Lutherans, representatives of the education offices and high school associations of the Wisconsin Evangelical Lutheran Synod and The Lutheran Church-Missouri Synod have combined their efforts in the development of the *Planning for Lutheran High Schools* materials.

The *Planning for Lutheran High Schools* resources have been designed to aid Lutheran communities assess the feasibility of a high school for their young people and make plans and responsible decisions for the establishment of a school. Resource materials are also designed to assist existing schools in their ongoing operation. Consultants, experienced in the administration of Lutheran secondary education, are available to help communities use these materials. Arrangements for consultants should be made through the respective synodical education office.

The work of the following educators is herewith gratefully acknowledged: Project Director: Martin Wessler; Consultants: Neal Meitler, Al Senske; Contributors: Edward Bertram, Ray Halm, Carl Kahlfeldt, Robert Krause, Victor Peper, David Rohde, Marlin Schulz, Robert Storm, Robert Voss, Richard Wallace.

These materials are dedicated to the glory of God for the extension of Lutheran secondary education.

RESOURCES FOR ENROLLMENT PLANNING

TABLE OF CONTENTS

PART ONE - ENROLLMENT PROJECTION /RECRUITMENT STRATEGIES 1

A. Developing an Enrollment Projection 1

1. Gathering Enrollment Data for New Schools 1

2. Projecting Enrollment for Established Schools 2

3. Sample Projection Tables 4

B. Recruitment Strategies 6

C. Sample Forms

1. Letter to Elementary School Principals 9

2. Eighth Grade Data Form 10

3. News Release 11

4. Parent Interest Survey Form 12

5. Potential Student Survey Form 13

PART TWO - TRANSPORTATION STRATEGIES 15

A. Data Gathering Procedures 15

B. Exploring Transportation Options 16

C. Developing a Transportation Strategy and Policy 17

RESOURCES FOR ENROLLMENT PLANNING

PART ONE — ENROLLMENT PROJECTION/RECRUITMENT STRATEGIES

DEVELOPING AN ENROLLMENT PROJECTION

A high priority is to develop methods for preparing a valid enrollment projection. The number of students to be served by the Lutheran high school affects the planning for facilities, staff, and most areas of the budget. Failure to develop an accurate enrollment projection can result in serious difficulties in staff planning and financial planning for the high school.

The following sections provide suggestions for preparing an enrollment projection for a new Lutheran high school and for an existing Lutheran high school. The first section suggests ways for projectiong enrollment prior to the initial opening of school. The second section outlines an enrollment projection method which can be used in ensuing years.

Steps in Gathering Enrollment Data for the New Lutheran High School

A. Identify Pupil Potential.

Identify pupil potential by going to all possible sources for students. Basic data is needed on every potential student, including name, address, phone number, etc.

1. Identify Lutheran elementary schools to be contacted. Write a letter to the principal of each elementary school and request completion of the enclosed form (See samples page 9,10). Follow up with a telephone call in one week. It is suggested that the second contact with an elementary school be made in person.

2. Identify the Lutheran churches without elementary schools where parents and children may be interested in the high school. Write a letter to pastors of these churches and request completion of the enclosed form (See samples page 9, 10).

3. Make a personal visit to the principal or headmaster of other Christian elementary schools, academies, and private elementary schools. If the schools have their own high school, do not request names of pupils from them.

4. Develop a news release for the local papers(See page 11). Identify all daily and weekly papers who should receive this news release. Make a personal telephone call to the papers, alerting them in advance to the news release.

B. Visit Potential Feeder Schools.

After identifying all prospective students for the Lutheran high school, visit the principal of each Lutheran elementary school and the pastor of each cooperating congregation. The purpose of this meeting should be to validate the list of projects.

1. Ask for comments on each prospect and make notes.

2. Rate each prospect as being high, medium, or low potential for the high school.

3. Use this meeting to build rapport with the principal and pastor.

C. Review Mail Responses.

Review each mail response to newspaper or church bulletin advertising. Send a letter of acknowledgement to each respondent. The letter should request additional information and should also invite the interested individual to attend an information meeting about the high school.

D. Contact Prospective Students.

The most important step in recruiting and developing an enrollment projection is the personal contact with prospective students. The following steps are suggested as one possible approach for making this personal contact:

1. Send an invitation to all prospective students and their parents to attend a group meeting. Make telephone calls to as many prospects as possible two days prior to the meeting.

2. Develop a well-organized presentation for this meeting. Use the slide presentation developed by The Synod's Office of Education (Document H05, Slide/Sound Presentation). The Lutheran secondary school consultant should be invited to participate in this presentation.

3. Provide time for a question and answer period. During the meeting, ask parents to complete an interest inventory (See sample page 12).

4. Mail the interest inventory to all parents of prospective students who did not attend the meeting. Enclose a return envelope.

5. Tabulate the interest inventory forms from the meeting and from the mail response.

6. Present the results in writing to the Steering Committee with an enrollment projection and recommendation.

7. Maintain a complete set of files including minutes of meetings, letters, news releases, and response forms.

E. Update Enrollment Projection.

It will be necessary to update the enrollment projection as often as additional information is obtained. Avoid excessive optimism in the preparation of enrollment projections. Projections should be based on definite statements of interest and advance registration. Many people may express interest in the high school who do not actually plan to enroll their children.

F. Pre-Registration.

Establish a procedure for the pre-registration of students and collection of a registration fee. Efforts must constantly be made to register all prospective students. Because numerous financial commitments are made based on the enrollment projection, the continuing effort to register students and secure commitments from them is essential to the high school planning program.

Procedure for Projecting Enrollments in an Established Lutheran High School

A. Call each feeder elementary school to obtain the current enrollment in grades K through 8. Use these enrollment figures to complete Section B (see page 4) of the Enrollment Projection.

B. Complete Section (see page 5) of the Enrollment Projection.

1. Obtain the number of 8th graders graduating from each feeder school for the past three years. In the example, these are the years 1974-75 through 1976-77.

2. Obtain the number of these 8th graders who enrolled at the high school as freshmen from each feeder school in each of these past three years.

3. For each of these three historical years, compute the percentage of 8th graders who came to the high school as freshmen from each feeder school.

4. Transfer the enrollment information from Section B to Section C. In the example, the current 8th grade was transferred to Section C under 1977-78, the 7th grade under 1978-79, the 6th grade under 1979-80, etc.

5. Project a percentage for each feeder school. Based on the experience of the past three years and current attitude of the parish and pastor toward the high school, make a projection of the percentage of each class that can be expected to come to the high school as freshmen.

6. Using the percentage just established, calculate the projected number of freshmen who would come to the high school from each feeder school in each of the five years in the projection.

7. Project the number of pupils who would come from outside the feeder schools and the number of non-Lutherans who are projected to enter the high school as freshmen for each of the next five years.

8. Determine the total number of freshmen who are projected to enter the high school by totaling the columns in Section C for each year of the projection.

C. Complete Section A of the Enrollment Projection.

1. Transfer the total number of projected freshmen from Section C to the first line of Section A.

2. Based on the available records (usually the September report from each year), determine the average net loss of students as freshmen move to the sophomore level, sophomores to the junior level, and juniors to the senior level. Use only the net loss of students in each of these years and not the total number of students who left the school.

3. Using the average net loss of students from each class and taking into account the previous year's 9th grade class, compute the projected number of 10th graders. Do the same for 11th grade and 12th grade.

4. Total the columns to determine the projected total enrollment for each of the next five years.

LUTHERAN CENTRAL HIGH SCHOOL

ENROLLMENT PROJECTION

SECTION A

ENROLLMENT Grade	Actual 1976-77	Projection 1977-78	1978-79	1979-80	1980-81	1981-82
9	125	143	124	138	113	113
10	139	118	136	117	131	109
11	123	134	113	131	112	126
12	102	121	132	111	129	110
TOTAL	489	516	505	497	485	456

The following assumption was made:

There is an average net loss of 7 students from the Freshman to Sophomore year. 5 students from Sophomore to Junior and 2 students from Junior to Senior. This information was taken from the September enrollment report for the past four years.

SECTION B

GRADE SCHOOL ENROLLMENT
(1975-77)

Grade	St. Luke	St. John	Our Shepherd	St. Mark	Bethlehem	Total
K	0	28	0	0	0	28
1	37	27	17	55	36	172
2	34	17	22	38	33	144
3	42	27	28	52	45	194
4	44	30	24	42	51	191
5	46	36	28	62	38	210
6	64	39	32	47	46	228
7	58	37	30	49	31	205
8	67	46	33	49	44	239

LUTHERAN CENTRAL HIGH SCHOOL

ENROLLMENT PROJECTION

SECTION C

	Historical			Projected				
	74-75	75-76	76-77	77-78	78-79	79-80	80-81	81-82
St. Luke								
8th Grade	88	69	62	67	58	64	46	44
% to LCHS	65	93	106	93	93	93	93	93
No. to LCHS	57	64	66	62	54	60	43	41
St. John								
8th Grade	45	45	50	46	37	39	36	30
% to LCHS	18	33	40	26	26	26	26	26
No. to LCHS	8	15	20	12	10	10	10	8
Our Shepherd								
8th Grade	38	28	21	33	30	32	28	24
% to LCHS	60	54	33	70	66	66	66	66
No. to LCHS	23	15	7	23	20	21	18	16
St. Mark								
8th Grade	58	53	50	49	49	47	62	42
% to LCHS	21	36	24	35	35	35	35	35
No. to LCHS	12	19	12	17	17	17	22	15
Bethlehem								
8th Grade	46	30	38	44	31	46	38	51
% to LCHS	41	30	39	50	50	50	50	50
No. to LCHS	19	9	15	22	16	23	19	16
Parish Students From Public Schools								
No. to LCHS	8	4	2	4	4	4	4	4
Outside Parishes								
No. to LCHS	9	9	2	3	3	3	3	3
TOTAL FRESHMEN	136	137	125	143	124	138	113	113

RECRUITMENT STRATEGIES FOR LUTHERAN HIGH SCHOOLS

This section contains a list of recruiting strategies that can be used by Lutheran high schools. An individual school will probably not use all of the strategies, but should select ideas which fit their situation.

A. Preliminary Activities

1. Establish a recruitment committee. The committee's membership should include board members, teachers, parents, and students. The recruitment committee must develop a well-planned program, be responsible for carrying out the plan, and provide all the printed materials needed in the recruitment effort.

2. Specific enrollment goals should be established. The goals should include these components:

   a. Total school enrollment next year.
   b. Projected enrollment goals for each of the next five years.
   c. Recruitment goals for each feeder elementary school and congregation. These can be stated in terms of the total number of freshmen recruited or as a percentage of the eighth grade class.

   Clearly stated recruitment goals, especially in the parish, will significantly influence the design and the scope of the recruitment program. Specific goals can also be a motivating factor for the recruiters.

3. When teacher, parent, or student recruiting teams are being used, each team should have the historical recruitment figures for each elementary school. These teams should be encouraged to participate in establishing recruiting goals. The pastor and principal must also be involved in establishing goals for their elementary school.

4. Develop a master calendar for recruitment. This master calendar should contain every detail of the program, including: mailings, training sessions, report meetings, and other recruitment activities.

B. Recruitment Procedures and Programs

The following is an outline of an extensive recruitment program. A school may wish to become involved in some or all of the steps.

1. Visit feeder elementary schools to make a presentation.

   a. Use the team approach. Include one staff member and several well-trained students on the recruitment team.
   b. Choose students who will reflect a very positive image for the high school.
   c. Select high school students from the elementary school to be visited. Freshmen and sophomores are best known to the prospective students. Juniors and seniors often make the best presentations. Cheerleaders, athletes, or musicians can add a special measure of enthusiasm.
   d. Make the presentation to the 8th grade and, if possible, include the 7th and 6th grades.
   e. Provide an information sheet for each student, requesting their name, address, and other information. (See sample page 13).
   f. Leave recruitment materials with the students. If the budget permits, give each student a momento, such as a pen, button, etc.

2. Review responses to the questionnaire and mail a letter to all prospective students. Indicate that a follow-up call will be made.

3. Recruit parents and/or faculty visitation teams. The following steps should be taken in the selection and training of these teams:

a. The high school administrator should identify parents who are interested in the school and would make potential callers.
b. A preliminary letter should be sent from the administration to these parents indicating that they will be contacted by the Recruitment Committee. The Recruitment Committee should make a personal phone contact inviting them to a meeting.
c. Faculty members should also be invited to become active in the recruitment effort.
d. At the first meeting, parents and faculty should be provided with information about the school, divided into calling teams, team leaders selected, and demonstration interviews presented.
e. Have additional training meetings as needed.

4. Recruitment Materials

Provide sufficient recruitment materials to insure a productive contact between the calling teams and parents and prospective students.

a. Provide brochures.
b. Provide a fact sheet about the Lutheran high school.
c. Provide packets of materials that callers can leave with parents.
d. Provide callers with a list of questions which are most frequently asked about the Lutheran high school and the answers to these questions.
e. Provide a brief job description for all calling team members. It should outline the time schedule, report method, procedure on calls, etc.

5. Organization for Personal Contacts

Provide each calling team with prospect cards which include the following information: Parent's name, address, phone number, name of congregation, and student's name. The card should also have space where additional information can be recorded. For example, parent and student interest should be recorded, suggestions for a follow-up, special problems regarding attending the Lutheran high school (tuition, transportation, etc.).

a. Rate the calling cards where possible as to high, average, and low potential.
b. Have calling teams select prospect cards. Assign the remaining cards.
c. Before visiting, a team member should call the home for an appointment.
d. Develop a follow-up system when calling cards are returned. Some will need follow-up visitations. All contacts are to receive follow-up letters. Information requested by prospects should be mailed promptly.

6. Open House

Schedule an evening Open House prior to the registration date for incoming freshmen and their parents. Send written invitations and make follow-up phone calls to reinforce the invitation. At the Open House, a meaningful program should be presented by the faculty and students. Not too much time should elapse between the Open House and registration.

7. Invitations to School Activities

Provide complimentary tickets to prospective students for football games, basketball games, school plays, and music concerts. At a few of these events, parents should receive complimentary tickets. Place these events on the school recruitment calendar. Assign ticket preparation and distribution methods to committee members.

8. Take the Lutheran High School to the Elementary Schools

Send drama groups to feeder schools. An examp.e would be the Toybox Theater to primary grades. Choirs, instrumental groups, and bell choirs can participate in chapel services. Conduct the entire chapel service for the elementary schools, if this can be arranged.

C. Additional Recruiting Techniques

The following is a list of additional recruiting ideas. They are not related or in sequence; however, they may fit into your recruitment plan.

1. Information and Public Relations Techniques

   a. Develop a high school newsletter which is sent to pastors, principals, school board members, and others who need accurate information about the school. This should be a simple newsletter which keeps them informed about programs, facts and figures which will assist them in relating accurate information about the school to others.
   b. Develop a personal relationship with pastors of all feeder schools. Inform them of recruiting strategies which will affect individuals in their parishes. Send a copy of information to the pastors which will be sent to parents and students in their parishes.
   c. Maximize the public relations value of scholarships, which are given by the high school. Publish the total number of students who receive scholarships and identify them by name at elementary school graduation ceremonies, etc.
   d. Develop small flyers which fit in letter size envelopes.
   e. Develop small cards containing interesting facts and information about the school which can be enclosed with invoices and all correspondence from the school office. The cards should be attractive and simple in format, and a new message should be sent each month.
   f. Develop a slide/sound presentation for 7th and 8th grade parent groups. Design another version of the sound/slide program for 7th and 8th grade students.
   g. Develop a schedule for systematically providing press releases to the local media. Assure the media that information will flow in a systematic manner so that they can plan a feature article every month or on some other schedule.
   h. Provide quarterly inserts for parish bulletins from the school office.
   i. Develop a theme or logo for the public relations and recruitment program. Take full advantage of the theme on letterheads and other written materials.

2. Student Contact Techniques

   a. Invite 8th grade students, teachers, and elementary school principals to the high school so that they can see the facilities and learn about the high school program. Have them come when school is in session, or plan a special day of student activities for the guests.
   b. Solve transportation problems for parents. Advertise the transportation program.
   c. Develop a scholarship program and disseminate information about it to the students and parents.

3. Long-Range Programs

   Take care that immediate enrollment activities do not jeopardize long-range plans. Develop a mailing system to 6th and 7th grade prospects. Obtain these names from elementary feeder schools and church records. Early pre-enrollment and pre-paid tuition plans are other ways of stimulating an early interest in the Lutheran high school.

SAMPLE LETTER TO ELEMENTARY SCHOOL PRINCIPALS

Date

Name
Address
City, State, Zip

Dear (Name)

An effort is under way in our community to extend Christian education to the high school level (grades 9-12) by forming a Lutheran high school. A steering committee, chaired by _____(Name)_____, has appointed an enrollment planning committee. As the chairman of this committee, I am in need of your assistance. Our committee needs the names, addresses, etc., of the pupils in your eighth grade class (confirmation class). We plan to use the list of mail information about the potential Lutheran high school to the students and their parents. It will be used for this purpose only.

Enclosed is a form for your convenience and a self-addressed stamped envelope.

One final request--we ask your support and prayers that the Lord may direct our efforts.

In His Name,

(Name)

Members of the Enrollment Committee
(List Names)

INFORMATION SHEET FOR _____ LUTHERAN HIGH SCHOOL

The Eighth Grade Class (Confirmation Class) of _____ Lutheran School -- 197 -7

Student's Name	Address	City/Zip	Parent's Name	Phone Number	Church Membership (Yes or No)

Return to: (Name)
(Address)
(City, State, Zip)

SAMPLE EIGHTH GRADE DATA FORM

SAMPLE NEWS RELEASE FOR LOCAL PRESS

NEWS RELEASE

To: (Name of Newspaper)

From:

Re:

Release Date:

Plans are underway in _____ for the establishment of a Lutheran high school in the Fall of 19__. The objective of the school will be to provide a good educational program which will have a distinctive Christian emphasis. A Steering Committee, chaired by _____ _____ is coordinating the effort. Other members of the committee include: _____, _____, _____ _____, _____, _____, _____ _____.

Special committees have been appointed to develop the organization, plan enrollment, secure a site, plan finances, and develop the educational program.

Any students or parents interested in receiving more information regarding the new high school should contact the chairman of the enrollment committee.

(Name) (Address) (Phone)

SAMPLE PARENT INTEREST SURVEY FORM

On the basis of the information presented regarding a Lutheran high school in _____, please complete the following survey:

1. Do you favor a Lutheran high school in our community? _____

   Why or why not? _____

   _____

2. Would you send your student to the Lutheran high school?

   _____ definitely

   _____ most likely

   _____ uncertain

   _____ not likely

   Please comment on your response:

   _____

3. Are there any special problems regarding your student attending a Lutheran high school? (transportation, finances, etc.)?

   _____

   _____

   _____

(Parents' Name) _____

(Student's Name) _____

(City) _____ (State) _____ (Zip) _____

(Phone) _____

SAMPLE STUDENT SURVEY FOR _____ LUTHERAN HIGH

STUDENT'S NAME _____

ADDRESS _____
City State Zip

PHONE _____

PARENT'S NAME _____

SCHOOL _____

1. In high school I would like to participate in:

		Boys		Girls
SPORTS:	Football	____	Volleyball	____
	Cross Country	____	Basketball	____
	Basketball	____	Gymnastics	____
	Tennis	____	Tennis	____
	Wrestling	____	Track	____
	Golf	____		
	Track	____		
	Baseball	____		
MUSIC:	Chorus	____		
	Band	____	Instrument	____
	Orchestra	____	Instrument	____
OTHER ACTIVITIES:	Cheerleader	____		
	Drama	____		
	Student Govt.	____		
	JROTC	____		
	School Clubs	____		
	Worship Programs	____		
	Art Club	____		
	Others (list)	____		

2. What is your favorite subject in school? _____

3. Are you considering becoming a pastor, teacher, or church worker? _____

4. The following members of my family attended _____ Lutheran High. (please check)

Father	____
Mother	____
Brother	____
Sister	____
None	____

5. Where do you stand on attending _____ Lutheran High School?

a. _____ I will attend _____ Lutheran High.
b. _____ I probably will attend _____ Lutheran High.
c. _____ I am uncertain.
d. _____ I probably will not be attending _____ Lutheran High.
e. _____ I will not be attending _____ Lutheran High.

SAMPLE (continued)

Are there any factors that you care to share on why you may not attend _____Lutheran High?_____
_____.

6. Check those items on which you want more information:

a. _____ Enrollment at _____ Lutheran High
b. _____ Transportation to _____ Lutheran High
c. _____ Scholarships to _____ Lutheran High

PART TWO — TRANSPORTATION STRATEGIES

ROLE OF THE SCHOOL IN DEVELOPING TRANSPORTATION STRATEGIES

One of the major concerns of parents is "How will I get my student to and from the Lutheran high school?" Enrollment of a student often depends on the answer to this question. At an early date the Association should develop a policy which is communicated to the public about the Board's intentions to provide transportation or transportation assistance to parents. At a later date, when more specific information is available, the Association can announce their specific transportation plans.

GATHERING DATA

As preliminary information is gathered regarding interest in establishing a Lutheran high school, pastors, congregational leaders, and others will be able to give approximate estimates of the number of students who might be considered prospects. This type of information may be obtained by interviewing these key individuals. As reports of prospects are received, the estimated number and location of students can be plotted on a large wall map of the area. The location of congregations who may join the Association will give significant clues as to transportation needs. This will indicate where enrollment clusters may begin to emerge. This initial information will be helpful in determining where the new school should be located and will also provide guidance concerning transportation strategies.

After developing a general idea of where prospective students are located, the following specific steps should be taken:

1. As part of the recruitment strategies outlined in this document, questionnaires are provided for soliciting information about potential students. As the recruitment program progresses through its various stages, information will become available which assists in planning transportation strategies. On page 12 of this document, a sample survey questionnaire is presented which requests the address of potential students and asks about their interest in the new high school. It is suggested that questionnaires, which are part of the recruitment program, provide the data needed for planning student transportation. This questionnaire is to be provided to every potential student at the outset, and should be given to new prospects in ensuing months.

2. Organize and analyze the results of this questionnaire. A summary sheet of all responses should be prepared.

3. Obtain an area map (approximately 3' x 5') and mount the map on tackboard. With the use of pins, note the location of all prospective students who have indicated an interest in the school. By the use of colored pins, it may be possible to indicate which potential students have indicated a definite interest, possible interest, or low interest in the school. You may also wish to indicate by the color of pin the transportation needs expressed by prospective students. For example, students who will walk, students who will be driven by their parents, students needing a ride, etc. Because the map will constantly need updating as the enrollment projection is solidified, a set of backup records should be maintained to make it possible to add or subtract pins from the map.

4. If possible, also use the map to indicate which areas of the city are served by public transportation.

5. Study the map and develop a list of observations about transportation needs. Note where students are clustered, identify isolated students, and develop a list of potential transportation strategies which must be made available to these students.

6. As a result of the data gathered, the Steering Committee should prepare preliminary statements regarding its intent to provide transportation services. Sample statements which could be made are: the Board will coordinate public transportation services; the

Board will coordinate car pools; the Board will take the initiative in organizing a School Bus Association of parents; etc.

EXPLORING TRANSPORTATION OPTIONS

Consider the following transportation options as you seek to serve the students in your community:

1. Public School Bus

   a. Check the state law regarding transportation of pupils to and from church-supported schools by the local public school system. Most states have laws governing this matter. Local public school officials can provide information concerning the state laws.

   b. Schedule a visit to your local public school superintendent. Begin by informing him of your interest in establishing a Lutheran secondary school. Ask him for information and assistance concerning your transportation needs. If the transportation of students from church-supported schools is permitted by law, his cooperation will solve most of the transportation problems at no cost to your school.

2. Purchase of a School Bus

   a. Check the results of your survey questionnaire and the map on which information has been posted to see if the distribution of students warrants the purchase of a bus. A sufficient number of students should be clustered in an area in order to warrant this consideration.

   b. Contact a local dealer and obtain the price of a bus. The price of busses usually runs three times the cost of an average car. Also discuss the operating costs of a bus with the dealer, or with other schools who operate busses. Be sure to include insurance costs, storage costs, bus driver salary, etc. Also keep in mind the need to amortize the initial costs, financing charges, and the availability of capital to buy the initial vehicle. Thoroughness of the cost estimate is important to insure that this option is properly explored.

   c. Develop possible rates to charge students which would adequately cover all of the costs listed in the previous paragraph.

      Keep in mind that the advantages of owning your own bus is that it can be used for extracurricular activities, field trips, etc.

3. Public Transportation

   a. Meet with the representatives of your local public transportation company. Obtain bus route information and also provide them with information about your pupils and their need for transportation. The transportation company may be willing to contact your pupils and provide a time and bus schedule for their travels to and from school.

   b. Check to see if a commercial bus leasing service is available in your community. If it is available, meet with them to obtain information and determine the cost of this service. You will probably find that this method of transportation is more expensive than operating your own bus; however, it eliminates management and maintenance responsibilities.

4. Car Pools

   a. Contact all parents of students regarding car pools. The questionnaire used in the recruitment program can ask questions which assist in identifying parents who are interested in car pooling. The high school should coordinate and be the clearing house for car pool arrangements.

   b. As part of this clearing house, develop a transportation file. The file should contain information about pupils who have rides and pupils needing rides. This information should be communicated to parents, and parents should then make arrangements for the transportation of their students.

c. Update your files on car pool information as parents make arrangements to participate in the program.

Car pools are one of the most effective ways of solving transportation concerns. They provide a good way for students to get acquainted with one another, and also allow parents to keep in close contact with other parents.

5. Purchase or Lease of Vans

a. Check your state laws on the limitations concerning vans for student transportation.

b. Obtain information from local dealers about the purchase or lease of vans. The cost of a van will often be about 10% more than the price of a car.

c. Analyze the cost information and determine how the initial price of a van might be funded and also how the operating costs would be shared.

Vans can be a viable option when the location of students does not warrant the use of a large school bus and where the students are located some distance from the school.

DEVELOP A TRANSPORTATION STRATEGY AND POLICY

You are encouraged to keep in mind the long-range transportation needs of the school as the student population grows. This will require enrollment projections and the recording of projected enrollment data on a map. The transportation commitment made during the first year must be flexible enough to insure that the school has not made commitments which are inconsistant with projected enrollment changes.

1. Develop a recommended policy for approval by the Board of Directors.

2. Develop a procedure that accounts for the transportation needs of each student.

3. Evaluate effects of the proposed transportation policy on current and potential enrollment.

4. Designate the person who will be responsible for the transportation program.

In summary, a systematic transportation policy and strategy will make Lutheran high school education available to a larger number of students. This is only one of many important factors which affects the decision of the family to enroll their children in a Lutheran high school. Responsible policies and practices in this area assure parents that the high school is managed in a professional and responsible manner.

Instructions for Ordering Resources for

PLANNING FOR LUTHERAN HIGH SCHOOLS

Order materials from either of the following Synodical Education Offices:

Board of Parish Education
The Wisconsin Evangelical Lutheran Synod
3614 West North Avenue
Milwaukee, WI 53208

Board of Parish Education
The Lutheran Church-Missouri Synod
3558 So. Jefferson Avenue
St. Louis, MO 63118

Prices are as quoted plus postage. Make checks payable to: Board of Parish Education. Several documents refer to helpful supplementary materials which were not designed specifically for this project. They are not listed below but may also be ordered from the respective synodical office.

H01 GUIDELINES FOR GETTING STARTED . . . . . ~~.50~~ .75

The seven beginning steps of the Exploration Phase (I) with resources.

H02 PLANNING CHART 25

Master outline of basic committee activities and materials for all six Phases.

H03 STEERING COMMITTEE HANDBOOK . . . . . ~~.50~~ .75

Guidelines for the Survey Phase (II) and the Planning Phase (III).

H04 BOARD OF DIRECTORS HANDBOOK 50

Guidelines for the Implementation Phase (IV) and the Operating Phases (V, VI).

H05 "THANKS, WE NEED THAT" - SLIDE/SOUND PRESENTATION $35.00

18 minute visual/oral two slide projectors/cassette player presentation of the values of Lutheran secondary education: 210 color slides, cassette recording, printed script, discussion suggestions, and options for adding local slides and accompanying script.

H06 RESOURCES FOR ORGANIZATION PLANNING . . . . . ~~.50~~ .75

Constitution, bylaws, administrator's job description, and policy guidelines.

H07 "THANKS, WE NEEDED THAT" - BROCHURES . . . . . $1.50 per 100

Series of 3 promotional brochures for mailings, bulletin inserts, and meetings.

H07A "Young People Say - Thanks, We Needed That"

H07B "Parents Say - Thanks, We Needed That"

H07C "The Community Says - Thanks, We Needed That"

H08 RESOURCES FOR ENROLLMENT PLANNING . . . . . ~~.50~~ .75

Strategies for recruitment, enrollment projections, and transportation.

H09 RESOURCES FOR FINANCIAL PLANNING . . . . . ~~.50~~ .75

Funding the feasibility study phases, the first year, and continuing years.

H10 MAINTAINING FISCAL RESPONSIBILITY . . . . . ~~$1.00~~ 1.25

Suggestions and forms for accounting, budgeting, and five-year projections.

H11 RESOURCES FOR SITE AND FACILITY SELECTION 50

H12 RESOURCES FOR INSTRUCTION PLANNING 50

Curriculum development, staffing, and compensation guidelines.

The most effective agencies available to the Church for equipping God's people for ministry are the Lutheran elementary and secondary schools.